

Lesson Plan

Name	Julia Giebultowicz	Age/Grade Level	10 th -12 th
Lesson title	Debate preparation and research	Unit title	Contemporary Immigration from Mexico to the United States
Subject area	Social Studies	Estimated time	90 minutes

Curriculum Framing Questions:

Essential Question: Why do people migrate?

Unit Question that applies to this lesson: What is the relationship between political policy and push and pull factors of immigration?

Lesson or Content Question(s): What is U.S. policy regarding immigration? How do these policies affect migration, push pull factors?

Goal

Learn how to debate effectively in order to apply skills to last debate (summative assessment.) Understanding the debate process and applying it to the Dream Act (final debate) will help students broaden their understanding of how immigration policies relate to migration.

Learning Objective(s)

Students will perform two mock debates in order to practice debating skills. Students will prepare for final debate by doing research on the Dream Act, in order to better understand a specific immigration policy and how it relates to push and pull factors.

Curriculum Standard(s)

SS.HS.GE 05 Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas and products.

SS.HS.GE 06 Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries or regions.

EL.HS.SL.03 Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.

EL.HS.SL.04 Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

Materials Needed

Mock Debate Handouts
Final Debate Handout

Background knowledge or skills students need prior to lesson

Introduction to immigration policies due to lesson 4
Ability to effectively use internet for research

Hook or Introduction

Ask student in the class random debate question: e.g.

Teacher: Bob, I think we should shorten lunch in order to have more class time. What do you think?

Bob: Um, I think that's a bad idea?

Teacher: But we're so short on class time as it is, I think it would be really beneficial to the students to have more class time. The teachers could have extra valuable instruction time, or the students could get extra homework time. Studies show schools do not have enough class time to effectively teach students!

Bob: But... we want time to eat.

Teacher: But we really only need about half an hour to eat, not the full 50 minutes!

Bob: but... umm...

Teacher: what do you think, Susie?

Susie: well, after we eat, we wanna relax and talk to our friends.

Teacher: good point, but our precious class time is much more valuable than talking to friends... you can do that after school. Yes, Johnny?

Johnny: but teacher, our brains get tired. We really need that time to relax.

Lucy: Yeah, it helps us think better in our classes if we get to relax our brains.

Teacher explains that students have just participated in an impromptu debate. Have rest of class applaud Bob, Susie, Johnny, and Lucy.

Procedures

Introduction (20 minutes)

After impromptu debate (5 minutes) explain to the students that they will be doing two mock debates today in preparation for their larger debate the last lesson of the unit. (3 minutes)

- ⤴ Go over debate process: explain how each side of the debate should have (10 minutes)
 - Opening Statements: *An introduction to the topic and which side they are arguing*
 - Oral Arguments: *supported by evidence*
 - Rebuttal Arguments: *from opposing team, counter evidence to show that the argument being made is false, inaccurate, weak, or misrepresented.*
 - Cross Examinations: *Following the rebuttal, the other team will have the opportunity to ask questions about the evidence given during the rebuttal in order to disprove the argument.*
- ⤴ Ask students to identify the each step from the impromptu debate at beginning of class (e.g. what was my oral argument? What was Susie's rebuttal?)

Practice Mock Debates (30 minutes)

- ⤴ Divide students into 4 groups. Explain that we will be having two practice mock debates in preparation for our final debate.
- ⤴ Write both debate topics on the board:
 - *Our school should switch to all vegetarian cafeteria food*
 - *Our school should eliminate homework in order for students to have more time for work and extracurricular activities.*
- ⤴ The teams are randomly assigned their topic and whether they are for or against
- ⤴ Each team gets 10 min to prepare for debate and fill out the handouts (handout 1)
 - Encourage students to have fun. Tell students they can make up evidence if they want to to back up arguments, but that they can't do this for the actual debate.
- ⤴ Each debate takes place (7 minutes each). A coin is flipped to see who goes first. The audience must pay attention because at the end, they will vote for who won.
- ⤴ Have the teams applaud for each other and tell them they are now debate experts, ready for their final debate.

Preparation for Final Debate (40 minutes)

- ✧ In order to introduce students to the topic, show the following two videos, tell them to think about the two questions on the board while they are watching the videos.
 - <http://www.cbsnews.com/video/watch/?id=7114530n>
 - *Should Gaby Pacheco be sent back to Ecuador?*
 - <http://video.foxnews.com/v/1029089850001/the-dream-act-backdoor-amnesty>
 - *(show first 50 seconds) What does Senator Jeff Sessions mean by “backdoor amnesty”?*
- ✧ Give students final debate handout and ask them to spend the rest of the period preparing for the debate, either individually or with members of their group. The students may use computers or the library. The websites will be on the lesson’s wiki for easy access. Monitor and assist struggling students, make sure students are kept on track.

Differentiation/Accommodation

- Mock debate should be fun, silly and engaging enough that all students are participating.
- Guide lower level readers to less text heavy sources during research for final debate.
- Encourage TAG student to look for other sources to find more complex issues for either side, such as national newspapers, or scholarly articles using ERIC or google Scholar
- Encourage TAG students to find really convincing arguments for mock debates, e.g., finding scientific evidence that a vegetarian diet is healthier using the PETA website.

Attention to Literacy

Closure

2 minutes: whip around: students pass a ball to each other and review the components of a debate. (e.g. Teacher: “what comes first?” Bob: “first there’s the opening statement” teacher: “what’s the opening statement?” ball s thrown to susie: “it’s an introduction and the side you are arguing” teacher: “good. Then what?” etc..)

5 minutes: I care why? (students explain relevancy of concept to their lives or how they might use it.) students will have an index card, and answer one or more of the following “I Care why?” questions

- ✧ Why should I care about how to debate properly, and how will this help me in the future?
- ✧ Why should I care about the dream act, and what relevancy does it have to my life, or might it have in the future?
- ✧ Why should I care about immigration, and how does it affect my life/how will it affect my life in the future?

Assessment and Evaluation of Student Learning

Look at the mock debate handouts to see if students thoroughly filled out the required fields, taking into consideration their own convincing arguments, good use of evidence, anticipation of the other team’s arguments, and response to those arguments.

During team preparation time, observe to see if all students are contributing.

During the mock debate, make sure each team member has spoken twice (this might mean saying “Susie, what do you think?”)